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AUTHOR Petersen, Allan L.
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ABSTRACT

In March 1983, the Board of Governors of the California Community Colleges mandated the preparation of criteria for the identification of courses that should be ineligible for state support, in lieu of the continuation of specific course deletions. An Ad Hoc Committee on Course Criteria was formed to assist in the identification of the issues and problems involved and to arrive at recommendations. The resulting report begins by providing background on state studies defining credit and noncredit courses and the state's program classification system, legislative consideration of mandatory student fees, the Board's course deletion process, and the Committee's formation. Next, factors affecting the course criteria recommendations are specified, including the Board's desire for course classification consistency; difficulties in labelling courses "avocational" or "recreational"; the diversity of the community college mission; and the balance between state and local governance. In addition, recent educational developments related to course criteria are discussed, such as actions concerning state-supported non-credit courses, grading and course repetition policies, and the deliberations of the Academic Quality Task Force. Finally, five recommendations are provided for strengthening standards and criteria for courses, reinstating deleted courses, improving course review and approval processes, and monitoring reintroduced courses. (LL)

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Board of Governors of the
California Community Colleges
July 14-15, 1983

Item 2

Title: Course Criteria

Staff Presentation: Allan L. Petersen, Administrator
Program Evaluation and Approval Unit

Summary

In March, the Board directed staff to prepare criteria for the identification of courses which should be ineligible for state support, in lieu of the continuation of specific course deletions. Staff was assisted by a broadly based Ad Hoc Committee on Course Criteria (see Appendix A) to identify the issues and problems involved and to arrive at recommendations.

This item traces events and activities related to the question of course criteria reflects the work of the committee, and recommends:

- modifications to clarify and strengthen Title 5 Section 55002, "Standards and Criteria for Courses and Classes";
- the addition of a new provision to Title 5 Section 58050, "Conditions for Claiming Attendance," which would require adherence with the Section 55002 standards as a condition for claiming State support for any course;
- the adoption of a new Title 5 section on "Reinstatement of Deleted Courses" which would delineate a cautious and selective local approach to reinstitution;
- local-level examination and strengthening of course review and approval processes; and
- Chancellor's Office procedures for information monitoring on reintroduced courses.

Recommended Action

The Educational Policy Committee should examine the staff and advisory committee recommendations, receive testimony, and direct any necessary changes. The Committee should make an action recommendation to the full Board in September.

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Background

Definition of Credit and Noncredit Courses and Course Classification

The community college finance legislation of 1979 (AB 8) required the Chancellor to conduct a study and prepare policy recommendations on the determination of credit and noncredit courses. A broadly based advisory committee was established for that purpose and a final report was published in July 1980 ("Credit and Noncredit Courses in the California Community Colleges: A Report to the Legislature"). The two major accomplishments of the advisory committee were to clarify the definitions of credit and noncredit courses, and to establish a classification system for all courses offered by community colleges. The course classification system proposed in the Credit and Noncredit report, with slight modifications, was formally incorporated into regulations in November 1981 as Section 55001 of Title 5 of the California Administrative Code. Definitions of credit courses, noncredit courses, and community services classes were also adopted by the Board of Governors at that time as Title 5 Section 55002.

In 1981, the Legislature placed in the new finance legislation (AB 1626 and AB 1369) a mandate that:

> The Chancellor of the California Community Colleges collect information on course offerings and activities for each community college district based on the program classification system adopted by the Board of Governors.

This information was to be drafted in the form of a report to be submitted to the California Postsecondary Education Commission and to the Legislature by March 1, 1982.

The required report was prepared and submitted to the Legislature in March 1982 ("Course Classification System: Report of Data Collection and Description of Offerings").

The report indicated that 52 percent of the total student contact hours were in courses classified as liberal arts and sciences for baccalaureate degrees and 35 percent of the total student contact hours were in occupational courses designed to provide students with job entry skills. Together those categories represented 87 percent of the instructional effort of the community colleges. The report also revealed that approximately 18 percent of the credit student contact hours were generated by courses in physical education and fine and applied arts. A California Postsecondary Education Commission (CPEC) analysis identified this concentration as an imbalance in the community college curriculum.

Assembly Concurrent Resolution 81

In March of 1982, Assembly Concurrent Resolution 81 directed CPEC to "conduct a study of the impact of student charges upon access to public postsecondary education." That study was submitted to the Governor and the Legislature in

April 1982. The Commission recommended against the imposition of statewide, mandatory community college fees for fiscal year 1982-83, and as an alternative, recommended that prior to the imposition of such a fee legislative consideration should be given to the reduction of state support for courses deemed to be recreational, avocational or personal development in nature.

The CPEC response to ACR 81 noted that:

> ...physical education courses currently comprise nearly nine percent of statewide Community College total credit workload and fine and applied arts courses comprise an additional ten percent. In effect, approximately one out of every five credit ADA funded by the State in 1981 stemmed from enrollment in either physical education or fine and applied courses.

Also in response to ACR 81, the CPEC report included ten recommendations with intersegmental applicability. Recommendations five and six have direct bearing on community colleges:

> RECOMMENDATION 5. The State should establish explicit policies to assure a combination of state and student support of Community College programs, that, to the extent possible, continue existing no-charge practices for students enrolled in courses and programs that have greatest State priority.
>
> 5.1 To assure that only those programs or courses that have greatest State priority are subsidized by the State and to assure equitable support rates for similar courses in different districts, the Legislature should direct the Board of Governors to develop Title 5 regulations...
>
> (c) determining which avocational, recreational, and personal development courses should be offered as community services classes on a self-supported basis.
>
> RECOMMENDATION 6.1 State apportionments should be reduced by approximately $30 million to reflect expected savings from implementation of Recommendation 5.1.

The Chancellor's Office opposed these recommendations on the grounds that they would have to be implemented without adequate planning time and did not allow for consideration of the local district-by-district impact of change. If immediate short-term reductions were necessary in 1982-83, the Chancellor argued, "then the most realistic and educationally sound means must be to allow the Board of Governors and the Chancellor's Office the broadest discretion possible in considering options."

Legislative and Board of Governors Action

The Legislature adopted a modified version of the CPEC recommendation related to courses in June 1982. The Budget Bill, AB 21, directed that:

> The Board of Governors of the California Community Colleges shall develop policies and guidelines....to reduce state apportionments to community college districts by at least $30 million in 1982-83:...[by] identify[ing] those avocational, recreational, and personal development courses, whether offered for credit or noncredit, that are offered more appropriately as community service classes and should not receive state apportionments;....

In July 1982, the Board of Governors adopted a list of courses to be deleted from the credit and noncredit programs. This list is attached as Appendix B.

A report on the course deletion process was submitted to the Legislature in August. It indicated that the statewide dollar deduction resulting from deletions equalled roughly two percent of total community college revenues. Subsequently, district deletion lists were scrutinized and adjustments made to bring the total deduction to $30 million.

A brief summary report to the Board on the conclusion of the course deletion process was included in the January 28, 1983 Chancellor's Report. It showed that 5,228 credit courses, or 5.4 percent of all credit courses statewide, had been deleted. The noncredit curriculum lost 386 courses, or less than four percent of its total. The report displayed ADA deleted by subject matter area, and showed that 42.6 percent of the deleted ADA was in physical education, followed by 13.7 percent in real estate. This display is included as Appendix C.

Formation of and Charge to the Ad Hoc Committee on Course Criteria

At its March 10-11, 1983 meeting, the Board instructed staff to begin working on a set of general criteria for courses that should be ineligible for State support, to replace the specific deletion list adopted in 1982-83. The Chancellor indicated that he would convene a broad based ad hoc advisory committee to assist staff in the preparation of criteria. (The complete membership of the committee is shown in Appendix A.) A special effort was made to include on the membership of the ad hoc committee representatives of those disciplines most heavily impacted by the original deletion list. Those disciplines include physical education, fine arts, home economics, and psychology.

The Board, at is April meeting, acknowledged that criteria could not be adopted in time for the fall 1983 term. Dropping real estate from the deletion list effective immediately, the Board voted to keep the list otherwise in effect at least until the Spring 1984 term. An intention was evinced to adopt criteria or make further changes to the list by the end of September.

On June 10, AB 146 (Campbell) was signed into law, renewing the legislative authorization for the Board's deletion list and placing in statute the requirement that the Board adopt criteria to replace it by FY 1984-85 at the latest.

The Ad Hoc Committee on Course Criteria, meanwhile, held three meetings in Sacramento during May and June, producing a report which has been somewhat modified by staff to form the substance of this item.

Considerations Affecting the Recommendations

A number of needs, perspectives, and problems all deserved to be taken into account in arriving at recommendations:

1. The language of the Budget Act of 1982, and again of this year's AB 146, requires policies that will lead to the identification of "avocational, recreational, and personal development courses, whether offered for credit or noncredit, that are offered more appropriately as community services classes and should not receive State apportionments." This language reflects more than just a need to shave $30 million from the 1982-83 budget; it reflects a legislative concern that comparability in course classifications should prevail around the state and that, in a time of fiscal constraints, state funding should go to courses of highest priority. The Board of Governors, not only in its carrying out of this specific charge, but also in its discussions on community college finance planning and on missions and priorities, has plainly evinced similar concerns. Any substitute policy to replace the deletion list, therefore, must address the legitimate legislative and Board intent of achieving greater course classification consistency and better control of apportionment aid.

   Because there is a substantial state interest involved, the recommendations entail Title 5 regulations. Because of the nature of that interest, emphasis is placed on an existing regulation (Section 55002) intended to promote comparability in course classification, and a new clause linking that regulation to the conditions for claiming state support (Section 58050). The addition of a new Section 55182 specifically geared to this year's unique situation, plus administrative review and monitoring procedures, provides extra insurance that legislative and Board of Governors' intent will be carried out.

2. The difficulties of labelling a particular course or subject matter "avocational" or "recreational" are manifest. These words actually apply to the use to which a person puts any given subject matter. Many students find recreation in history, English literature, or mathematics, not just lapidary or jogging. Conversely, pilot ground school will have a vocational application for some students. Many such ironies emerged this year in the course-cutting exercise. In addition, there is an inherent inequity when a community college student cannot receive college credit for a course in jewelry-making, but a University of California student can, regardless of which student is paying fees, or which college bases its accounting system on attendance and which on credit.

   A recent issue of the Sacramento Bee carried a feature story about a University of California at Davis professor who has put together, on his own initiative, a highly imaginative, scholarly, and popular course on

the subject of "Chocolate." This sort of event is evidence that there is virtually no subject matter intrinsically unworthy of college study. Because of these considerations, the recommendations in this item make no references to subject matter or course title. There is no equitable way the advisory committee could envision to make subject matter a criterion in defining courses acceptable for state support.

3. The mission of the California Community Colleges was set forth in Master Plan for Higher Education (1960), codified in law as the Donahoe Higher Education Act (Sections 66000 et. seq. of the Education Code). The appropriate scope and role of community colleges, according to Section 66701, includes "Collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services." The student population is more diverse, and the mission more comprehensive, for community colleges than for the public four-year segments.

   The provisions of the Master Plan pertaining to community colleges mission are reiterated, reenforced, and expanded in the Board of Governors' draft "Statement of Mission and Priorities."

   It was evidently not the intent of the Legislature or the Board of Governors to eliminate or diminish any element of the community colleges' comprehensive mission. Hence the recommendations in this item are drawn so as not to have that effect. They are intended to satisfy legitimate public policy concerns while leaving essentially unharmed the ability of community colleges to serve the various educational needs of all adult California citizens.

4. The flexibility to serve differing local needs, and the assignment of most basic educational decisions to local trustees, are bedrocks of the California Community College system. On educational problems of statewide significance, a shared governance approach between state and local level has been the preferred mode. The course deletion list of 1982 represented perhaps the most strenuous exercise of direct state control in recent years.

   Consequently, the regulations proposed in this item are intended to provide only the necessary level of state intervention. Administrative recommendations are included, both to local districts and to the Chancellor's Office, which should result in cooperative efforts toward achieving the policy goals.

5. The adoption of course criteria will not take place in a vacuum. There have been and are presently a number of very important educational developments taking place that, directly or indirectly, address concerns

similar to those behind the deletion list. These developments should be considered in deciding how far the Board needs to go at this time in the area of course criteria. The relevant developments are noted in the next section.

Activities Related to Course Criteria

(A) Classification of All Credit/Noncredit Courses in the Community Colleges

This report was submitted to the Legislature in December 1979 by the Chancellor's Office in response to a provision of Assembly Bill 8 (Chapter 282, Statutes of 1979). The subsequent regulations adopted by the Board (Title 5 Sections 55001 and 55002) focused on the determination and classification of credit and noncredit courses.

These regulations, including definitions of instructional categories, have resulted in greater uniformity among colleges as to the designation of a course as credit or noncredit. Each course in the curriculum must be classified in accordance with the course classification system approved by the Board of Governors. The classification system requires that courses and activities exclusive of those defined under the instructional categories be deemed to be community services. The classification of all courses is reported each year to the Chancellor's Office.

(B) Mandated Noncredit Areas

In the Budget Bill of 1981 (AB 1626) nine curriculum areas were designated as appropriate for state-supported noncredit courses. Districts were prohibited from offering noncredit courses other than in these areas. (Community Services fee-supported classes may, of course, be offered in any subject.) The nine "mandated areas" (paraphrased from ECS 84641) are:

1) Parenting
2) Elementary and secondary basic skills
3) English as a Second Language
4) Citizenship for immigrants
5) Programs for substantially handicapped
6) Short-term employment training
7) Older adult programs
8) Home economics
9) Health and safety

These limitations on noncredit courses are referenced in Title 5 (Section 58160) and are also included in the proposed new finance legislation. They are so specific that no additional mechanisms in the noncredit area are necessary.

(C) *Grading Policy*

The grading policy regulations adopted by the Board in 1980 and revised in March 1982 represented a return to more rigorous grading standards. The "F" grade was mandated and the awarding of the "W" was limited.

The new policy wiill do much to end "grade inflation." Students in need of academic assistance will be placed on one of two kinds of probation or may be disqualified if academic performance continues to be unsatisfactory. The restriction on the awarding of the "W" requires students to make a commitment to complete a course and receive a grade.

(D) *Course Repetition Policy*

New Title 5 Section 58161 (adopted June 1983) places limits on the number of times a course can be repeated. Part time students, in particular, will be required to enroll in a broader range of courses. The policy will do much to eliminate the repetition of some courses for avocational or recreational purposes.

(E) *The Comprehensive Planning Task Force (FIPSE)*

Plans are being developed for the submission of comprehensive master plans from colleges undergoing self-studies in preparation for accreditation. Education planning processes will be much improved at the local level. Accountability will be strengthened. Improved planning processes in the short and long terms will result in more rigorous program and course review and will do much to prevent marginal courses from being offered at state expense.

(F) *The Academic Quality Task Force*

This task force is currently deliberating on crucial issues relating to academic quality, all of which have a direct bearing on future educational policies for community colleges. The task force has identified these basic areas as follows:

i. <u>BA Appropriate Courses</u>

Criteria and standards for courses which apply to the baccalaureate degree will be stated and will be applicable to courses in all three segments of postsecondary education. The standards will assure that BA applicable courses will conform to new standards of academic rigor. The new standards are being studied by an intersegmental body composed of representatives of three postsecondary senates.

ii. AA Appropriate Courses

Criteria and standards which apply to all associate degree appropriate courses will be produced. The standards will limit the number of remedial and preparatory courses which can be used by the students to satisfy the requirements for the associate degree. The Academic Senate and the Chief Instructional Officers have developed guidelines which are being considered by the task force.

iii. Academic Rigor

A statement concerning academic rigor will be written and will be useful as a guideline in determining whether a course should be offered for credit and receive state support.

iv. Remediation

As recommended by the CPEC study, the task force will establish a common vocabulary for the definition of remedial courses, will propose model remedial programs and will propose alternate methods for the evaluation of those programs.

vi. Matriculation

The process of matriculation will be instrumental in determining student intent. The task force will propose a model process will conduct observational studies of components of the process already implemented in selected community colleges.

(G) Revisions of the General Education and Graduation Requirements.

The revision of the general education requirements adopted by the Board in March 1982 increased the mandated number of units of general education. The graduation requirements include district certification of basic skills for all graduates. The new regulations requirements and will ensure that graduates are broadly educated and proficient in reading, writing and mathematics.

Recommendations

The recommendations are interconnected and intended to function together as a whole to accomplish the desired policy goals while retaining flexibility. (See "Considerations Affecting the Recommendations.") They employ a three-pronged approach which staff and the advisory committee feel will be most effective. first, since there is an underlying concern that credit courses in community colleges should have a substantial level of academic worth, the logical place to start is with a regulation setting standards and criteria for credit courses, noncredit courses, and community services classes. Modifications have been proposed to an existing regulation in this

area, Section 55002. The modifications should clarify and strengthen the effectiveness of this regulation as a tool of definition. Second, since there is a specific concern with the appropriate targeting of State aid, a new condition for claiming apportionment has been added to Section 58050, requiring compliance with the standards for credit and noncredit courses before any State support is provided. An important advantage of this approach is that all provisions of Section 58050 are regularly and thoroughly monitored through district fiscal audits.

Taken together, these two regulation changes will tighten course standards and ensure an active compliance process.

The third prong is the adoption of specific accountability mechanisms, designed just for the course reinstatement process. A new regulation has been added (Section 55182) which specifies taht "avocational, recreational, and personal development" offerings must be classified as fee-supported community services. Two administrative recommendations (see Recommendations 4 and 5) are also proposed to reinforce the intent of the regulation. Taken together, these proposals will ensure that reinstated courses are scrutinized thoroughly at the local level, and that the Chancellor's Office collects complete data and monitors the reinstatement process.

Recommendation 1

Title 5, Section 55002 should be amended as follows:

55002. Standards and Criteria for Courses and Classes

(a) A credit course is a course which, at a minimum:

(1) Is recommended by the responsible college officials and the academic senate or other appropriate faculty body as being of approprite academic rigor and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission.

(2) Is taught by a credentialed instructor.

(3) Is offered as described in an outline and/or curriculum guide shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate readings and writing, and outside assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Is taught in accordance with a set of instructional objectives which apply to all students.

(5) Provides for measurement of student performance in terms of the stated course objectives and culminates in a formal grade based upon uniform standards in accordance with Section 55758 of this part and which is permanently recorded and is available as an official student evaluation as an evaluation of student performance.

(6) Grants units of credit based upon a specified relationship between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

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(6) Grants units of credit based upon a specified relationship between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline.

(7) ~~Only those students who have met~~ May require the completion of appropriate prerequisites ~~for the course~~ before students are enrolled.

(8) Allows repeated enrollment only as permitted by provisions of Sections 55761-55763 and 58161 of this part .

(b) A noncredit course is a course which, at a minimum:

(1) Is approved by the local governing board as a course meeting the educational needs of the enrolled students.

(2) Is taught by a credentialed instructor. A supplementary lecturer need not hold a credential if he or she lectures fewer than four times in a semester or quarter.

(3) Treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement appropriate for the enrolled students.

(4) Is conducted in accordance with a course outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the course objectives have been met.

(c) A community services class at a minimum:

(1) Is approved by the local district governing board.

(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.

(3) Provides subject matter content, resource materials, and teaching methods appropriate for the enrolled students.

(4) Is conducted in accordance with a predetermined strategy or plan.

(5) Is open to all members of the community.

(6) Attendance in community services classes may not be claimed for apportionment purposes.

NOTE: Authority cited: Sections 66700, 71020, 71027, and 78405, Education Code. Reference: Sections 71027, 78200, and 78405, Education Code.

Recommendation 2

Title 5 Section 58050 should be amended as follows:

58050. Conditions for Claiming Attendance.

(a) All of the following conditions must be met in order for the attendance of students enrolled in a course to qualify for state apportionment:

(1) The course or the program of which it is a part must be approved by the Board of Governors in accordance with the provisions of Article 2 (commencing with Section 55100) of Chapter 1, Division 6 of this part.

(2) The course must meet the criteria and standards for courses prescribed by Section 55002 of this part.

~~(2)~~ (3) Unless expressly exempted by statute, the course must be open to enrollment by the general public, in accordance with Education Code Section 84500.1 and Article 1 (commencing with Section 58100) of Chapter 2 of this Division.

~~(3)~~ (4) The district may not receive full compensation for the direct education costs for the course from any public or private agency, individual or group of individuals.

~~(4)~~ (5) If the course is a noncredit course (adult education) offered pursuant to Education Code Sections 8530, 8531, 8532 or 8533, a mutual agreement (as defined in Education Code Section 8516) shall be required before attendance in the course may be reported for state apportionment.

~~(5)~~ (6) The students enrolled in the course must be engaged in educational activities required of such students.

~~(6)~~ (7) The students must be under the immediate supervision of an employee of the district, unless provided otherwise by law.

~~(7)~~ (8) The employee of the district must possess a valid certification document which authorizes the employee to render service in the capacity and during the period in which the employee served.

(b) To assist community college districts to conform with the law, the regulations in this article are intended to clarify and interpret attendance accounting terminology used in subsection (a), and in Section 84500 and 84500.5 of the Education Code.

NOTE: Authority cited: Sections 66700, 71020, 71027, and 78405, Education Code. Reference: Sections 71027, 78200, and 78405, Education Code.

Recommendation 3

Title 5 Section 55182 should be added, to read:

55182. Reinstatement of Deleted Courses.

The governing board of a community college district may reinstate any course which was deleted from the credit or noncredit curriculum during the 1982-83 fiscal year, in response to proviso Number 11 of Item 6870-101-001 of the Budget Act of 1982 (Chapter 326, Statutes of 1982); provided that the following criteria and procedures shall be applied in conjunction with such reinstatement:

(a) The governing board of the district shall only reinstate such courses in a manner which is consistent with the policy of the Board of Governors that offerings which are primarily avocational, recreational, or personal development shall be offered as community services classes, and not as credit or noncredit courses;

(b) The governing board of the district shall determine that the course meets the criteria and standards for courses specified in Section 55002;

(c) The governing board may act to reinstate a course only after it has been reviewed through the college's or district's established procedure for the approval of new courses;

(d) The governing board must submit the course to the Chancellor for approval, or report approval of the course, depending on the requirements of Section 55100. A separate designation shall be used to distinguish reinstated courses from new courses; and

(e) The governing board must determine that reinstatement of the course maintains or improves the curriculum balance of the district in accordance with the mission of the community college and local needs.

(f) Any category of courses restored to the curriculum pursuant to a separate authorization of the Board of Governors shall be exempt from the requirements of this section.

Recommendation 4

Each community college district should study and strengthen, where necessary, its local course and program approval procedures to guard against the inclusion of marginal courses in the credit and noncredit instructional programs.

In all course and program approval procedures, particular attention should be given to academic rigor, the analysis of local needs, job market needs, advances in technology, demographic changes, and the need to maintain a balanced comprehensive educational program in each community college.

Recommendation 5

At the State level, Chancellor's Office monitoring efforts should be strengthened through the use of the Program Administrative Review, the revision of the Program and Course Approval Handbook, validations of a random sample of course classifications, and by Chancellor's staff visits to colleges.

AD HOC COMMITTEE ON CRITERIA

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Physical Education

Bruce Werner — American River College
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APPENDIX B

LIST OF COURSES TO BE DELETED FROM THE CREDIT PROGRAM

1. Single semester or single quarter conversational foreign language courses which have no prerequisite or which are designed for travelers.

2. Private Pilot's Ground School*.

3. Ham radio construction, operation, and licensure.

4. Self-help home sewing and needlecraft courses* except a single introductory course in clothing construction.

5. Self-help specialized cooking courses* except a single introductory course in cultural foods.

6. Self-help courses in home gardening; home livestock production; home and appliance repair and maintenance; antique and furniture repair, refinishing, and upholstering; and woodworking.

7. Self-help courses in pet selection, care and grooming.

8. Self-help courses in consumer maintenance of automobiles, motorcycles, bicycles, recreational vehicles, and boats.

9. Self-help courses in personal finance*, personal income tax preparation, law for the layman, and real estate for the consumer.

10. Self-help personal development courses except for orientation to college, career planning, study skills, and group assessment of academic preparation, aptitudes, and interests.

11. The following physical education courses: bicycling, Far Eastern martial arts; yoga; jazzercise; scuba* and skin diving*; camping, backpacking, rockclimbing, mountaineering, and orienteering; ballroom, belly, square, ethnic*, tap, and disco dancing; roller and ice skating; flycasting, rafting; soaring and gliding; surfing and windsurfing; recreational sailing; water ballet; and horsemanship. ADDED: jogging, figure and weight control, archery, and badminton.

12. The following fine arts courses: jewelry* and lapidary; Crafts*; stained glass; calligraphy*; tole painting; enameling; intaglio*; avocational or recreational instrumental study; and performance or gallery attendance courses in art, music, drama, or cinema without significant classroom work or academic content.

13. International study/travel courses.

14. Avocational photography.

15. Courses related to specific avocations such as stamp or coin collecting.

16. Genealogy.

17. Real estate courses except those courses designed to lead to the sales license.

*Courses marked with an asterisk may continue to be offered if they are a required part of an approved educational program and after approval of petition by Chancellor's Office.

COURSES TO BE DELETED FROM THE NONCREDIT PROGRAM

1. Lecture and forum series except those designed specifically for older adults.

2. Re-licensure courses.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
STATEWIDE SUMMARY REPORT
ADA FOR COURSES DELETED BY CATEGORY

CREDIT

Category	Description	No. Courses	% of Deleted Courses	Prorated ADA	% of Deleted ADA
1.	Conv. Foreign Language for Travel	155	3.0%	567	2.5%
2.	Private Pilot Ground School	49	0.9	386	1.7
3.	Ham Radio, Operation, License	12	0.2	29	0.1
4.	Needle Craft, Sewing, and Consumerism	357	6.8	1,273	5.6
5.	Specialized Cooking	156	3.0	457	2.0
6.	Home Gardening, Repair, Woodworking	167	3.2	567	2.5
7.	Pet Selection, Care, Grooming	29	0.5	76	0.3
8.	Auto, Motorcycle, R.V. Maintenance	85	1.6	349	1.5
9.	Personal Finance and Law	278	5.4	1,501	6.6
10.	Personal Development	526	10.1	1,292	5.7
11.	Physical Education and Dance	1,670	31.9	9,701	42.6
12.	Jewelry, Crafts, Calligraphy	444	8.6	2,013	8.8
13.	International Study/Travel	53	1.0	128	0.6
14.	Avocational Photography	58	1.1	398	1.7
15.	Specific Avocational (Coins, Stamps)	0	0	0	0
16.	Genealogy	13	0.2	37	0.2
17.	Real Estate	907	17.4	3,115	13.7
18.	Other (Misclassifications)	269	5.1	866	3.9
		5,228		22,755	

NONCREDIT

1.	Lecture/Forum, Etc.	155	40.1	322	54.0
2.	Relicensure	231	59.9	274	46.0
		386		596	
NONCREDIT AS A PERCENT OF THE TOTAL			6.9%		2.6%

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
AUG 5 1983